



PRIMARY/INTERMEDIATE

Objectives Students will be able to: (1) identify seven sources of litter in their community; (2) *reason* how littering takes place at the seven identifiable sources. Students will improve their abilities to *observe* carefully and to *solve problems*.

Method Students discuss littering behaviors after identifying their feelings about litter. They *describe* sources of litter by observing illustrations on a handout, and *explain* why littering happens at these sources. They identify litter according to sources of litter in their own community. They initiate a cleanup, if feasible, and recommend solutions to litter problems.

Duration: two class periods with extensions for recorded observations at home and/or a cleanup in the community

Setting: classroom, home and/or community

Subjects: Social Studies, Language Arts

Curriculum Reference: 5.1

Preparation Before initiating the activity read over the two options (for younger students, for older students) and decide if one or both are appropriate for your class. After completing the classroom assignment you may decide to initiate a cleanup. To do this, you will need to make the following preparations. Write letters to the parents explaining a cleanup project, requesting their help and informing them of the date. Make necessary arrangements for a school "field trip" if the community area to be cleaned is not the school playground. You may need letters to parents, field trip permission slips, garbage bags or home-made litter bags, gloves for students if called for, parent helpers, and transportation.

Vocabulary commercial, construction site, demolition site, feelings, household, litter, loading dock, motorist, pedestrian, refuse, source, vehicle.

Handouts *Seven Sources of Litter; Where and How?*

Procedures

FOR YOUNGER STUDENTS:

1. Introduce the subject of litter. (Litter is an object. Littering is a behavior associated with the improper disposal of an object.) Explain what a "source" of something is.
2. Give students the handout, *Seven Sources of Litter*, on which they are to identify their feelings. Draw three types of faces on the board for them to choose from (happy, sad, uncertain). Tell them to draw a face in the circle beside each picture that shows how they feel about what is happening. (Note that picture "C" should be the only happy face.)
3. Discuss their answers and while doing so have students describe the source of litter in each picture.
 - A. Household refuse putout (home garbage containers or bags left for pickup)
 - B. Loading dock (includes storage bins or large dumpsters)
 - D. Commercial refuse putout (may include large dumpsters)

2 AT THE SOURCE

- E. Motorist
- F. Construction/Demolition site (often a large area, sometimes with fence around to contain materials)
- G. Uncovered vehicle (usually trucks)
- H. Pedestrian

(These seven “most frequent” sources have been identified by: Keep America Beautiful Inc., in their Clean Community System Research.)

4. Ask how the litter got to be where it is in each picture. (Note: Wind and animals often carry litter from open or even closed containers, but most often human irresponsibility is at fault.)

FOR OLDER STUDENTS:

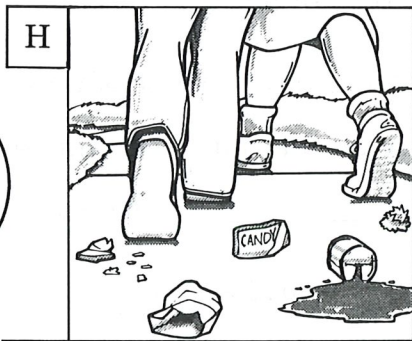
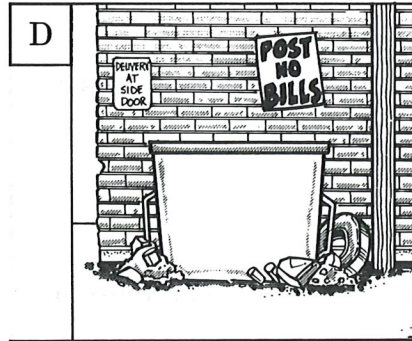
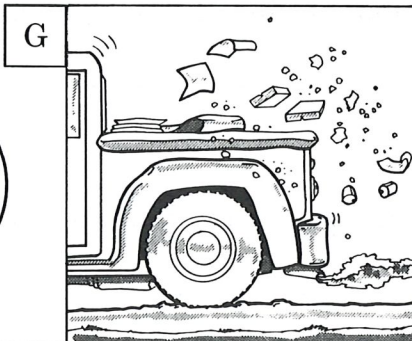
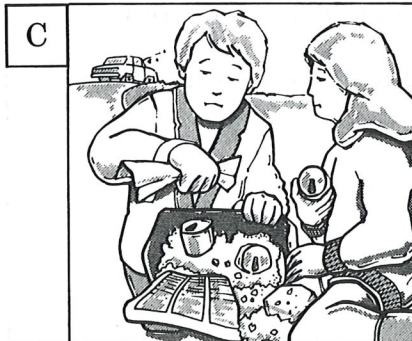
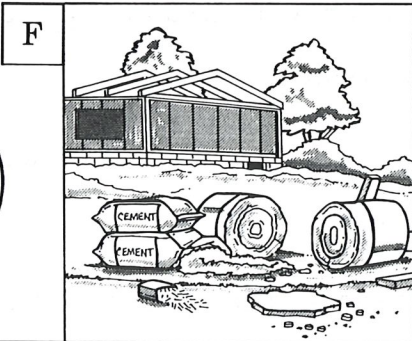
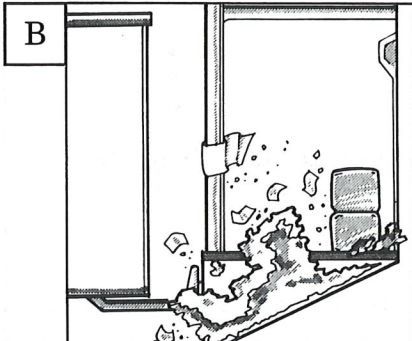
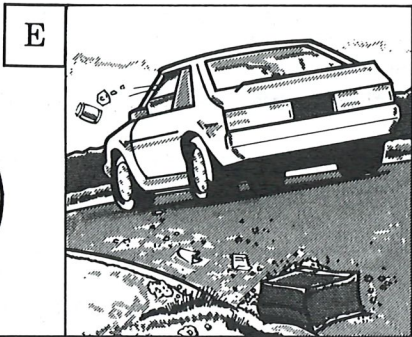
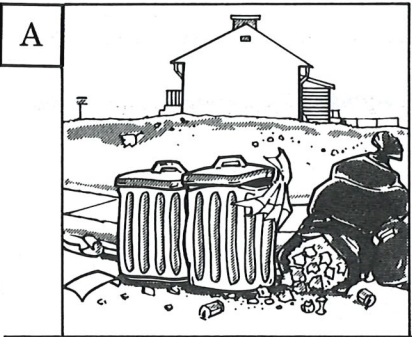
1. Substitute source identification for making faces. Draw the attention of students to the list of sources (write these on the board) and have them write the name of the source that matches with each picture in the block below each picture.
2. In the circles beside each picture (where younger students draw faces) have older students rate each source of litter (excluding “C”) from most offensive (#1) to least offensive (#7). Discuss answers asking students to give reasons for their choices.
3. As a follow-up ask students to save this handout and to make a record of litter and littering habits in their community for the next week by describing each observation of littering according to one of the seven sources. They may also identify sources not among the seven “most frequent” sources listed on the handout.
4. If possible, have students take photographs of places where litter exists, then identify them in class according to the source depicted.

Initiate a Cleanup Before the students begin a community cleanup project (either on the playground or at another area), the teacher should explain any rules that are necessary, such as, “Parent helpers should pick up broken glass and trash which is in the water.” Students could work in small groups with a parent helper supervising litter collection. After the litter is collected and placed in

bags, it should be taken back to the classroom, so students can sort out items which can be saved for recycling. Note: During the cleanup you could have students record the sources of litter they find, and after the cleanup have them suggest ways to keep waste from being littered in the areas they cleaned up.

Evaluation For younger students, display a variety of littered items (cans, paper, bottles, candy wrappers, etc.). Have each student choose one item and explain to the class how many ways the object might have become litter, based on its source. For older students, test their knowledge of the seven sources of litter. Give them the handout, *Where and How*, to complete. Grade answers.

SEVEN SOURCES OF LITTER



Directions: Answer the first two questions and then read directions for answering the next seven questions.

- A. Define LITTER on the back of this page or on a separate sheet of paper.
- B. Define SOURCE on the back of this page or on a separate sheet of paper.

There are seven sources of litter listed at the bottom of the page. Write one of these seven sources in the blank space to complete each sentence below.

1. When products are delivered to or picked up from stores, businesses or factories, litter is often created around a _____.
2. _____ litter is created by careless people who throw trash out of a car window.
3. Building materials such as wood, nails, insulation, roof shingles and metal strips are often found as litter close to a _____.
4. When lids are not tight, the wind can blow trash, which becomes litter, from _____ put out in front of houses.
5. Objects can fall out of a truck or blow off a truck if it is an _____.
6. _____ litter is caused by people who drop trash as they walk along a road or sidewalk.
7. When businesses fail to dispose of their trash so that it escapes from containers or is not properly put in containers, this source of litter is called a _____ source.

motorist	pedestrian	construction site	commercial
household containers	loading dock	uncovered vehicle	